

**Northeast Metro 916 Career and Technical Center  
Law Enforcement/Criminal Justice**

Spring 2020

**Course Syllabus:** Police and the Community (Century College CJS 2081, 3 credits)

**Instructor:** John Pien, B.S.  
Certified Law Enforcement Officer in Minnesota and Kansas

**Contact Information:** Instructor Telephone: 651-415-5579  
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**Instructor Office Hours:** 7:00AM to 8:05AM and 2:15PM to 3:00PM or by appointment

**Course Location:** Northeast Metro 916 Career and Technical Center  
Located in the Century College East Campus building  
3300 Century Avenue North Room 2221  
White Bear Lake, MN 55110

**Course Dates and Times:** Monday to Friday  
Time Block #1 8:05AM to 9:50AM  
Time Block #2 10:00AM to 11:45AM  
Time Block #3 12:35PM to 2:15PM

**Course Description:**

This course examines the role of police in various types of communities. It considers the general and specialist approach to police-community relations, training, evaluation, performance, and changes in the role of the police due to homeland security, social policy, and emerging technologies.

**College Credit:**

Students are able to earn college credit with a course grade of **B** or Higher, full year attendance, and completion of **25 hours of Service Learning**. The 25 hours of Service Learning and a reflection essay will make up 30% of the students total grade. Students will also have the opportunity to participate in a Concurrent Enrollment connection with Century College where credits appear on a Century College Transcript. The instructor will provide additional information on this process.

[https://www.century.edu/sites/default/files/About\\_Policy\\_3.21.0.1\\_CourseCreditTransferProcedure.pdf](https://www.century.edu/sites/default/files/About_Policy_3.21.0.1_CourseCreditTransferProcedure.pdf)

**Teaching-Learning Methods:**

Teaching-learning methods for this course include assigned readings, presentations, discussion, reflection, critical thinking, guest speakers, and other classroom activities. Evaluation of the course will be comprised of assignments, quizzes, and tests.

**Essential Learning Objectives:**

Students will:

1. Articulate the key issues, questions and concepts related to law enforcement interactions with communities.
2. Describe the core concepts and models of community policing, community relations, and crime prevention.
3. Explain the role of ethics, leadership and interpersonal communication in law enforcement.
4. Explain the impact of cultural diversity, professional diversity, and profiling in law enforcement.
5. Describe the problem solving and decision making skills as it relates to law enforcement discretion when considering personal rights versus the safety of the public.
6. Explain the expectations of law enforcement conduct, as it relates to: data practices, use of force, liability and internal affairs.

**PPOE Objectives:**

1.1.1-1.1.5, 1.2.1-1.2.7, 1.3.1-1.3.6, 1.4.1-1.4.5, 1.5.1-1.5.11, 1.6.1-1.6.9, 1.7.1-1.7.8, 1.8.2, 1.8.8-1.8.9, 2.4.1-2.4.7, 2.8.1-2.8.10, 2.9.1-2.9.2, 2.12.1-2.12.3, 2.22.1-2.22.4, 2.24.1-2.24.5, 2.1.1-2.1.10, 2.1.20 (See Appendix)

**Course Textbook/Course Material:**

The instructor will provide all necessary text, handouts, etc.

**Student Organizations:**

Students are encouraged to participate in a Student Organization. Options include: local Police Explorer Posts and/or SkillsUSA. The Law Enforcement/Criminal Justice program has a SkillsUSA Chapter and students are able to compete at a State and National level.

**Student Behavior:**

Professionalism is of utmost importance in this program. Students are representatives of the Law Enforcement/Criminal Justice Northeast Metro 916 Career and Technical program and are expected to act in a professional manner at all times. The instructor will utilize numerous guest speakers. Students will have the opportunity to network and begin to develop qualities and characteristics needed to proceed in various career paths.

**Attendance:**

The greatest key in unlocking a student's potential to learn is attendance. Students are provided with a Northeast Metro 916 school calendar. If the student's home school calendar is different, the instructor encourages the student to attend class. The instructor and school note the student is not required to attend due to transportation issues.

Students are expected to be on time. If students are not able to attend class, the **STUDENT** is expected to call or email the instructor, prior to the beginning of class. This does not replace the home school policy regarding attendance. If a student misses any class, he/she is responsible for any missed notes, assignments, quizzes/tests, or any other information covered in that class session. Reasonable accommodations will be made for students who miss class.

**Grading:**

- 90-100%     A
- 80-89%     B
- 70-79%     C
- 60-69%     D
- Below 60%   F

Assignments	Points
Professionalism (5 points a day)	415
Chapters (15 @ 30 points each)	450
Patrol (5 @ 15 points each)	75
Service Learning Assignments	400
Final Exam	100
Total	1440

Professionalism points are earned at 5 points per day. Students are expected to show up to class on time. If a student has a professional reason they will not be attendance or will be late they must notify the instructor prior to the class. While in attendance, students must act in a professional manner. This includes but is not limited to engaging in coursework, staying off of cell phones, and keeping side conversations to a minimum. Professionalism points are given and taken at the discretion of the instructor.

<https://www.century.edu/about/process-policies/non-discrimination-statement>

Assignments are due on the date specified by the instructor. Assignments submitted after the due date will be graded at 50%.

Parents and students have access to the student’s grades at any time via the Northeast Metro 916 Parent and Student Portal. The instructor will utilize outside software (D2L) and this grade book will **NOT** appropriately reflect the student’s grade.

[http://century.custhelp.com/app/answers/detail/a\\_id/386/~/academic-warning-and-suspension](http://century.custhelp.com/app/answers/detail/a_id/386/~/academic-warning-and-suspension)

**Academic Dishonesty:**

Academic dishonesty is not tolerated in any form. Some examples include: plagiarism, cheating, etc. The instructor and administration will take appropriate action in cases of academic dishonesty based on the severity.

[https://www.century.edu/sites/default/files/About\\_Policy\\_3.6.1\\_StudentConductandAcademicHonesty.pdf](https://www.century.edu/sites/default/files/About_Policy_3.6.1_StudentConductandAcademicHonesty.pdf)

**Special Accommodations:**

If the student is in need of any accommodations, please notify the instructor immediately. The instructor will provide necessary and appropriate accommodations to further the student's success.

Advisory Counseling: <https://www.century.edu/support-services/advising-counseling>

Disability Services: <https://www.century.edu/support-services/access-center-disability-services>

Resource Centers: <https://www.century.edu/support-services/academic-resource-centers>

**Additional Policies and Resources:**

Add, Drop and Withdraw Information:

[http://century.custhelp.com/app/answers/detail/a\\_id/91/~~/drop-withdraw-from-a-class](http://century.custhelp.com/app/answers/detail/a_id/91/~~/drop-withdraw-from-a-class)

Information and Library Resources:

<https://www.century.edu/sites/default/files/libraryguide.pdf>

Information and Technology Resources:

<https://www.century.edu/support-services/technology-services>

Non-Discrimination Statement:

<https://www.century.edu/about/process-policies/non-discrimination-statement>

**Instructor Notes:**

I am very excited for the opportunity to facilitate and support your learning. Thank you for choosing the Law Enforcement/Criminal Justice program. I am committed to becoming a life-long learner and expect the same from my students. Every day the students and I will bring a willingness to learn/teach, a positive attitude, a professional mindset, and a set of goals in which we are determined to reach and surpass.

Appendix: Spring 2018 Professional Peace Officer Learning Objectives

- 1.1.1. *Describe how perception, sympathy, empathy, compassion and respect affect peace officer communication.*
- 1.1.2. *Discuss barriers to clear communication, e.g. language, stress, bias, lack of common cultural understanding.*
- 1.1.3. *Use and interpret verbal and non-verbal cues to enhance interpersonal communications.*
- 1.1.4. *Describe and demonstrate active listening skills including paraphrasing, reflecting meaning, and summarizing understanding to obtain and clarify information.*

- 1.1.5. *Demonstrate reading comprehension skills necessary in law enforcement including: the ability to differentiate between facts, opinions and propaganda, understanding sequencing of events, and recognizing cause and effect.*
- 1.2.1. *Discuss the inter-relationship between core beliefs, integrity and ethical reasoning.*
- 1.2.2. *Identify ethical issues in a variety of law enforcement related situations and apply ethical reasoning to decision making processes.*
- 1.2.3. *Evaluate and apply strategies for responding to unethical or illegal actions that may arise within law enforcement and public safety.*
- 1.2.4. *Model behaviors that demonstrate commitment to ethical and professional behavior.*
- 1.2.5. *Discuss discretion and how it differs from selective enforcement.*
- 1.2.6. *Identify some of the causes and ramifications of public distrust of law enforcement and strategies to enhance the public trust.*
- 1.2.7. *Discuss ethical and responsible use of computers and databases by law enforcement.*
- 1.3.1. *Define and describe models of the conscious processes of critical thinking, logical reasoning and problem solving.*
- 1.3.2. *Use structured problem-solving methods to develop creative and innovative solutions to a variety of problems.*
- 1.3.3. *Applying reason and evidence to formulate logical inferences and draw logical conclusions.*
- 1.3.4. *Analyze and evaluate ideas, proposals, and solutions to problems using basic forms of logic and techniques designed to encourage sound reasoning.*
- 1.3.5. *Use critical thinking, logical reasoning and problem solving strategies to formulate ideas, make proposals and suggest solutions a variety of law enforcement related problems or concerns (Minn. Stat. 626.8455).*
- 1.3.6. *Apply critical thinking strategies during team discussions.*
- 1.4.1. *Describe decision-making processes and models.*
- 1.4.2. *Define the term discretion and discuss when and why peace officers use their best judgment in the administration of justice and when discretion is not allowed.*
- 1.4.3. *Discuss factors that influence police officer use of discretion.*
- 1.4.4. *Based on written scenarios involving law enforcement:*
  - *describe decisions officers must make,*
  - *suggest appropriate actions, and*
  - *defend those decisions and actions.*

- 1.4.5. *Based on scenarios of peace officer situations, practice making decisions in real time.*
- 1.5.1. *Discuss how and why the police function is much broader than law enforcement and why reliance on criminal law enforcement to solve problems is not always the best course of action.*
- 1.5.2. *Explain philosophies and concepts of community policing.*
- 1.5.3. *Discuss how community partnerships with law enforcement foster unity and cooperation and how community alienation may lead to higher risk to officers.*
- 1.5.4. *Identify community policing strategies that build rapport, reduce fear and foster community trust in law enforcement.*
- 1.5.5. *Identify techniques for: organizing community members so that they are involved and trained in community policing activities, relating to diverse communities, and relating to individuals with physical or mental limitations (Minn. Stat. 626.8455, Subd. 1, 2-4).*
- 1.5.6. *Identify methods and strategies used by law enforcement to promote crime reduction and loss prevention in a community.*
- 1.5.7. *Explain how collaboration with each of the following groups may reduce crime: local citizens, community businesses, and service agencies, i.e. crisis intervention teams, social services, school personnel, and community youth groups.*
- 1.5.7. *Explain how law enforcement management of status offenses and local ordinance violations can positively impact a community.*
- 1.5.8. *Describe and give examples of proactive policing versus responsive policing.*
- 1.5.10. *Describe problem oriented or problem targeting policing strategies.*
- 1.5.11. *Explain how various patrol strategies impact crime, community security and community perceptions of law enforcement.*
- 1.6.1. *Explain how intolerance, prejudice, and stereotyping impact human behavior.*
- 1.6.2. *Discuss the risks and problems associated with intolerance, insensitivity, partiality, marginalizing and unjust application of the law for both law enforcement and community members.*
- 1.6.3. *Discuss how recognizing and valuing diversity, cultural differences and varied perspectives, promotes community unity, facilitates information gathering, and contributes to officer safety.*
- 1.6.4. *Discuss ways officers can promote positive relationships with community members of varying races, ethnicities, national origins, immigration statuses, genders, ages, economic classes, disabilities and/or sexual orientations. (Minn. Stat. 626.8455)*
- 1.6.5. *Discuss how family dynamics and communication methods, both verbal and non-verbal, vary between cultures and how recognition of these variances can benefit officers and communities.*

- 1.6.6. *Discuss how impartiality and social cooperation affect community perception of law enforcement.*
- 1.6.7. *Discuss culturally responsive approaches to dealing with victims and perpetrators of violence. (Minn. Stat. 626.8451., Subp. 1.a. (4))*
- 1.6.8. *Research and discuss the relationship between crime and being underprivileged.*
- 1.6.9. *Discuss the diverse groups that make-up Minnesota's communities and some of the traits unique to communities that could impact law enforcement response.*
- 1.7.1. *Describe characteristics of professional behavior and the Minnesota Standards of Conduct for licensing Minnesota peace officers.*
- 1.7.2. *Describe the repercussions for a finding of a violation of the State's peace officer standards of conduct.*
- 1.7.3. *Identify the value of cooperation and collaboration in solving problems.*
- 1.7.6. *Demonstrate skills which promote consensus building, show respect for the opinions of others, and encourage cooperation, adaptability, and conflict resolution.*
- 1.7.7. *Describe traits of and skills for effective leadership including compassion, courage, service, listening, coaching, mission focus, and team development.*
- 1.7.8. *Demonstrate ethical leadership in the accomplishment of goals and objectives.*
- 1.8.2. *Identify the physiological, psychological and emotional effects of stress.*
- 1.8.8. *Explain the importance of balancing peace officer roles and responsibilities and other life roles, interests and responsibilities.*
- 1.8.9. *Explain why physical fitness attributes including cardiovascular fitness, flexibility, agility, strength, speed, and endurance are important to peace officer health, well-being and competence.*
- 1.8.10. *Explain the importance of and strategies for physical conditioning, good nutrition and healthy eating habits for peace officers.*
- 2.1.1. *Discuss the historic need for rules to control human conduct, enforce societal directives and empower authoritative enforcement of those rules.*
- 2.1.2. *Incorporate an understanding of the history of criminal justice and the contemporary system of criminal justice in the U.S. into a perspective about current peace officer duties, responsibilities, and actions.*
- 2.1.4. *Explain the need for a balance between public safety and personal rights in a free society.*
- 2.1.5. *Identify and discuss the significance of historic and contemporary events, customs, and social mores that have influenced the current system of justice in the U.S.*

- 2.1.6. *Describe the history and impact of including women and diverse community representation in law enforcement.*
- 2.1.7. *Explain the roles of law enforcement, the courts and corrections.*
- 2.1.8. *Explain the functions and jurisdictions of law enforcement agencies including federal, state, county, municipal, tribal, and international.*
- 2.1.10. *Identify the meaning of criminal justice system terms, e.g.: custody, arraignment, circumstantial evidence, double jeopardy, entrapment, exigent circumstances, conviction, bodily harm, substantial bodily harm, great bodily harm, assault, probation, qualified domestic violence related offense (Minn. Stat. 609.02), forfeiture, “good faith” exception, exclusionary rule, indictment, inevitable discovery, probable cause, Miranda warning, reasonable suspicion, warrant, probation, and parole.*
- 2.2.20. *List the five constitutional amendments involving equality and rights.*
- 2.4.1. *Explain what constitutes an arrest and the differences between a contact, a detention and an arrest.*
- 2.4.2. *State the requirements of the Fourth Amendment on the law of arrest.*
- 2.4.3. *Discuss protocols and terms associated with arrest including “reasonable suspicion” and “probable cause”.*
- 2.4.4. *Describe the stop and frisk standard as found in “Terry vs. Ohio” and subsequent cases.*
- 2.4.5. *Explain the legal requirements of, the exceptions to, and the need for an arrest warrant and how one is obtained.*
- 2.4.6. *Describe when and how a citizen can make an arrest.*
- 2.4.7. *Explain the requirements for private citizens to assist law enforcement officials in preventing escape or effecting arrest.*
- 2.6.1. *Explain the Supreme Court decision Miranda vs. Arizona and the four components of the Miranda warning.*
- 2.6.4. *Explain the difference between custodial and noncustodial interview or interrogation.*
- 2.8.1. *Explain Minnesota statutes and relevant case law related to the application force by peace officers.*
- 2.8.2. *Explain the following terms: objectively reasonable, totality of circumstances, situational factors, pre-assaultive indicators, and, escalation and de-escalation as related to peace officer use of force.*
- 2.8.3. *Discuss the term reasonable as it related to use of force.*

- 2.8.4. *State how department policies regarding use of force including deadly force may and may not vary.*
- 2.8.5. *Given scenarios, recognize when force is or is not authorized and give and defend reasonable choices for the application of various types of force depending on the circumstances of the scenario.*
- 2.8.6. *Give Supreme Court case examples authorizing the use of deadly force.*
- 2.8.7. *Analyze a variety of situations where force may or may not be authorized and demonstrate an understanding of the concept of reasonable use of force.*
- 2.8.8. *Explain the Minnesota Statute that requires officers be trained in the use of those weapons and equipment the officer is issued or authorized to carry (Minn. Stat. 626.8452).*
- 2.8.9. *Explain when force may be used to make an arrest.*
- 2.8.10. *Discuss liabilities associated with the application of force by peace officers.*
- 2.9.1. *Discuss peace officer rights, obligations and liabilities under state and federal law including requirements placed on law enforcement agencies to defend and indemnify peace officers for good faith action in the course and scope of employment.*
- 2.9.2. *Explain the role of internal affairs.*
- 2.12.1. *Explain the concept of racially based profiling (Minn. Stat. 262.8471) and other profiling that is based on false assumptions about groups of people and discuss:*
- *the impact of the Whren v. United States decision*
  - *the importance of impartial policing,*
  - *the difference between the terms pretextual stop and racial profiling and the problems associated with racial profiling by law enforcement,*
  - *how racial profiling impacts law enforcement credibility and community trust,*
  - *how to handle the perception of unfair or biased treatment of members of the public by law enforcement, and*
  - *the importance of an officer's ability to articulate valid reasons for vehicle stops.*
- 2.12.2. *Define and explain the impact of hate crimes including:*
- *the motivations behind hate crimes,*
  - *the impact of hate crimes on victims and on communities,*
  - *the special needs of hate crime victims, and*
  - *crime characteristics which may indicate a crime was motivated by the victim's race, national origin, sex, age, disability, or sexual orientation (Minn. Stat. 626.8451, Subd. 1).*
- 2.12.3. *Explain special reporting requirements related to bias motivated/hate crimes as required by Minn. Stat. 626.5531. (Officers must report to their agencies, agencies to the BCA.)*

- 2.22.1. *Explain the Data Practices Act as it pertains to the gathering and release of information by law enforcement.*
- 2.22.2. *Discuss balancing the public's right to know with public safety needs and privacy issues with regard to data accessed by peace officers including: what and when information can be shared with the media or the public and by whom, and*  
*- the repercussions of violating data practices.*
- 2.22.3. *Discuss the need for protection of data related to on-going investigations, crime victims, and juveniles.*
- 2.22.4. *Discuss ethical and responsible use of computers and databases by peace officers and the ramifications of misuse or unethical release of data.*
- 2.24.1. *Discuss the difference between responsive and intelligence-led policing.*
- 2.24.2. *Discuss the increase in use of intelligence, surveillance, pattern recognition and informants to combat crime.*
- 2.24.3. *Describe the steps in the intelligence cycle including planning, collection, evaluation, analysis, dissemination and feedback.*
- 2.24.4. *Discuss the importance of intelligence sharing within law enforcement for effective use in combatting crime, identifying threats and developing effective responses.*
- 2.24.5. *Explain how intelligence collection and analysis can resulting in strategic planning to reduce crime, manage traffic concerns, identify high crime areas and focus limited resources within an agency.*